




# Investigating the Effects of Extensive Listening on Non-English Majors' Vocabulary Learning and Their Attitudes Towards Extensive Listening

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**Abstract.** In the process of learning English, every student has been taught vocabulary at their earliest stage due to its priority. Most previous research found that extensive listening could help students enhance their vocabulary. However, most studies lack an evaluation of the student's receptive vocabulary knowledge through listening to the target words. Therefore, the research aimed to examine to what extent extensive listening affected sixty non-English major students' vocabulary learning in terms of receptive knowledge and their attitudes toward extensive listening practice. The participants were selected non-randomly as a control group and an experimental group. They took the Listening Vocabulary Levels Test (LVLT) as a pretest, then the experimental and control groups practiced extensive listening and intensive listening, respectively. After eight weeks, all participants were required to take a posttest (LVLT). Only the experimental group answered the survey to show their attitudes toward extensive listening practice. The results reveal that extensive listening helps to improve the students' receptive vocabulary knowledge significantly, especially word meanings and word aural forms. Moreover, most students had positive attitudes toward extensive listening. Hence, it is strongly inspired for this research to suggest some implications and recommendations for further studies to help students enhance their vocabulary learning significantly.

**Keywords:** Receptive Vocabulary Knowledge (ReVK) · Listening Vocabulary Levels Test (LVLT) · Extensive Listening (EL) · Intensive Listening (IL)

## 1 Introduction

In the Vietnamese tertiary educational context, students, especially those who are not English majors, have problems in speaking and listening practice due to lacking vocabulary knowledge. Students in Renandya and Farrell's [26] study stated that they caught problems with word spellings and meanings during listening. Besides that, the students in Rahmawati [25] and Rohmatillah's [29] studies also had difficulties to face with word meanings, spelling, and even pronunciation.

Listening for specific purposes or intensive listening (IL) has dominated language teaching and learning English for a long time. According to Van [36], the National Formal Educational System planned to develop intensive foreign language programs for vocational schools, colleges, and universities in the period of 2008 to 2020. This means students who study English must complete the tasks as the coursebooks provide them. In that way, in listening practice, students are required to listen to a recording or video they may not be interested in or find unsuitable for listening to [22]. Moreover, they are assessed for their understanding of the recording or video by answering some questions which can ask them to recognize a few words [5, 6]. This may not help students increase their knowledge of vocabulary or even enlarge the amount of vocabulary they possess, but it makes them fatigued and demotivate them in practice. According to Renandya and Farrell [26], listening to a variety of listening materials or meaningful inputs in a relaxed way should be appropriate to enhance students' vocabulary knowledge. This method is so-called extensive listening (EL).

Several studies investigated the influences of EL on vocabulary knowledge, both productive (the ability to speak and write) and receptive (to read and listen), but it was rarely successful in receiving high achievements in productive vocabulary knowledge measurement [39]. This may be because of the characteristic of listening skills, which require students to listen rather than produce language [1, 34]. Hence, receptive vocabulary knowledge (ReVK) is aimed to measure only in this study. Nguyen [22] found that most previous studies used inappropriate tests to measure students' ReVK. She suggested that those tests should measure students' ReVK in terms of word aural forms.

When working with non-English majors, the researcher had several personal communication with them when she was responsible for teaching them Academic English. The students reported that their speaking scores were not high because they could not produce the sounds of the words they knew, and they found it difficult to express what they thought due to a lack of knowledge of suitable words for various situations.

With a great effort to fulfill the research gaps discussed above and assist students in enlarging their vocabulary knowledge, this present study aimed to investigate whether EL had any effect on non-English majors' vocabulary knowledge in terms of word meanings and word aural forms. Moreover, to improve the application of EL, a questionnaire was delivered to those who experienced EL to examine their attitudes toward this activity.

## 2 Literature Review

### 2.1 Extensive Listening

Extensive listening (EL) provides learners with a wide range of meaningful listening input so that they can listen for pleasure at their convenience. First of all, EL offers practitioners several multi-level materials so that they can freely choose what is appropriate to their favorite topics and their proficiency level. Listeners could choose the materials they understand at least 70 percent [13], more than 90 percent [37], equal or even lower from one or two levels as compared with their present level [19, 28]. They should be encouraged to stop or switch to other materials at any time if they feel bored, which helps maintain their motivation to practice EL [13]. Thence, listening for pleasure means listening to relax comfortably and enjoyably. Secondly, listeners can choose

or combine several sources of listening materials, including films, songs, movies, TV programs, stories, podcasts, audiobooks, TED (Technology, Entertainment, and Design) Talks, and so on [16, 27, 37]. In short, with EL practice, learners can choose meaningful and understandable materials to listen to it comfortably and enjoyably at any time.

## 2.2 Receptive Vocabulary Knowledge

Receptive vocabulary knowledge (ReVK) is defined as the ability to know and understand a word's meaning in reading or listening to texts. When dating back to the very first literature, Nagy, Anderson, and Herman [20] proved that young learners could reveal their ReVK in a checklist test and a multiple-choice test when they only needed to mark a word they knew and choose a target word's meaning. Later, it is stated as the learners' knowledge to recognize words when they hear the aural form or see the written form of words [12]. Nation [21] gave a more detailed definition of ReVK in which learners has the knowledge of the form of a word, not the use of a word; it is also considered passive vocabulary knowledge involving a process from form to meaning to build the broadness of vocabulary size rather than the depth of vocabulary knowledge. Recently, other researchers agreed that measuring ReVK only focuses on examining the learners' ability to recognize and understand a word in both written and aural forms while they are reading or listening [2, 7, 15]. To conclude, the more learners can recognize a word in listening or reading texts, the larger receptive knowledge they may possess.

According to Nguyen, N. L. and Nguyen, T. N. [23], the measurement of ReVK should evaluate whether listeners recognize and understand words by listening to or reading those words. Therefore, an appropriate test must measure the aural form of words. The Listening Vocabulary Levels Test (LVL) built by McLean, Kramer, and Beglar's [17] study has been highly appreciated lately due to its best fit for the purpose of ReVK investigation [11, 23]. It is suggested that using the results of applying LVL to measure learners' ReVK can strongly deduce their receptive language proficiency, especially the knowledge of academic vocabulary in the last part of LVL strongly correlated with academic listening [11].

## 2.3 The Effects of Extensive Listening on Receptive Vocabulary Knowledge

In recent years, applying EL has captured much attention in several studies [4, 9, 10, 18, 23, 31, 39]. EL could enhance the word knowledge of 85 students with A1 and A2 proficiency levels after one semester practiced EL [4]. This is similar to Yuksel and Tanriverdi's [39] study and Meier's [18] study that EL could help students acquire vocabulary incidentally or unconsciously. The finding, however, reveals that it must be a more specific measurement of word knowledge of meanings and forms to make the result more significant and reliable. More than that, the participants were not required to report what they have listened to or practiced. They only took the Oxford Online Placement Test and the Listening Habits Questionnaire. It should have carried out a listening report or journal to provide empirical evidence on the sources they used [32].

A study conducted by Saputra and Fatimah [31] in 6 90-min meetings lasting three months shows that students can upgrade their English vocabulary since practicing EL via YouTube and TED Talks brings a wide range of meaningful listening sources with

a more dynamic learning atmosphere. The results seemed not to reveal any significant data to prove the relationship between EL and vocabulary knowledge. It would be better if the author had a measurement of the participants' word knowledge to have a piece of rigid evidence on this issue rather than stating this finding just from students' sharing.

Similar to Saputra and Fatimah [31], Gonulal [10], when applying EL through podcasts and vodcasts in 49 college students in one year, found that EL could enhance their knowledge of words and phrases from the listening progress tests and proficiency tests. The data from two proficiency tests and six 30-min listening progress tests, including approximately 30 items tapping while listening and note-taking skills, did not show any word or phrase knowledge measurement as the author's conclusion.

In the latest research, Gavenila, Wulandari, and Renandya [9] suggested that watching TED Talks can help learners enhance their vocabulary generally from a questionnaire and in-depth interview. Although these previous findings may not present the results from a ReVK measurement, it shows strong evidence of the relationship between EL and vocabulary knowledge.

The study did use LVLTL on the participants who were at pre-intermediate proficiency level and were only 13 or 14 years old. The finding also reveals that there is a strong relationship between EL and ReVK. However, it could be stated that the more students practice EL, the larger ReVK they will achieve. In the Vietnamese context, EL could enhance students' ReVK, especially word meanings and word aural forms [23].

## 2.4 Learners' Attitude Towards Extensive Listening

Most students who experienced EL highly appreciate EL and have positive attitudes towards EL. One hundred twenty participants, including students and teachers in Alshaihi and Madini's [3] study, stated they had positive attitudes towards extensively listening to a few short authentic podcasts as a supplementary listening pack. Yeh's [38] study also confirms that EL through podcasts satisfied the participants (13 English majors and 10 non-English majors) because of its convenience, free choice, and meaningful practice. Nevertheless, the students felt frustrated with fast free-subtitled podcasts. This result suggests that fast speed and no subtitles of the materials could cause a loss of interest in EL.

With a bigger sample size, Takaesu [33] conducted a study at International Christian University in Japan with 468 upper intermediate and intermediate freshmen. The findings showed that TED Talks are considered a suitable EL resource for participants to develop their motivation in EL thanks to the huge benefits it brought to them, for instance, getting familiar with various English accents, choosing suitable lectures, and carrying several types of activities (taking notes, taking quizzes, summarizing lectures in their Lecture Listening Journal, sharing their journals in groups). Lately, in smaller-scale research projects, with only 6 Turkish students of English [35] or 7 non-English major junior students [14], the researchers found that they strongly showed their positive tendency and enjoyment of EL practice. However, it is recommended that quantitative data should be collected to accurately gauge what exactly the students' attitudes towards this activity.

Vietnamese students have appreciated EL due to its influence on their learning. Take the one-month experiment with 49 pre-intermediate students at Hanoi University of Business and Technology as an example. Bui and Do [5] stated that all students were

mindful of EL since it positively affected their background knowledge and vocabulary size. In fact, this finding provides strong evidence that students highly appreciate EL to some extent.

## 2.5 Gaps from Previous Studies

The literature on applying EL to enhance vocabulary knowledge, ReVK in particular, and the students' attitudes towards EL are described above. Most agreed that vocabulary knowledge, especially ReVK is significantly influenced by EL practice. However, some researchers tended to use inappropriate tests to measure the learners' word knowledge as well as lacked measuring the aural form of words. In addition, learners' practicing time may not allow much enough to validate the strong relationship between EL and ReVK [23]. Some lacked applying a listening journal to report what practitioners had used in their EL practice. To avoid negative attitudes of students, the suitable speed and subtitles of the materials are also important. More than that, some research did not gauge the students' attitudes toward EL due to not using quantitative data. Eventually, most studies were conducted with English majors to see the effects of EL on their ReVK. Few research studies have recently been related to this field in applying EL to these kinds of non-English majors.

Learning from these shortcomings, the purposes of this present analysis were twofold. First, it carried out an experiment to see whether EL had any impact on non-English majors' vocabulary knowledge in terms of word meanings and word aural forms. Second, a questionnaire was delivered to those who experienced EL to examine their attitudes toward this activity. The following research questions were developed based on the study's aims:

- (1) To what extent does extensive listening influence students' receptive vocabulary knowledge?
- (2) What are the participants' attitudes towards extensive listening?

## 3 Methodology

### 3.1 Settings and Participants

As for Ho Chi Minh City Open University, in terms of non-English major education training, this university had around 300 intermediate proficiency level students who were studying the last Academic English course in the third semester of the school year 2021–2022. They were using the course book *Life intermediate second edition*, written by Stephenson, H., Hughes, J., and Dummett, P. and published in 2019 by National Geographic Learning.

The quasi-experiment and survey for this research took place in Academic English 5 from 13th June to 15th August 2022. The researcher was responsible as the teacher for two classes, including 60 non-English major students. The researcher chose one intact class with 30 students to be the experimental group (EG) that practiced EL treatment and another class as the control group (CG), which did not carry out EL during the course.

**Table 1.** Demographic of the participants

	Gender		
	Male	Female	Total
Control group	10	20	30
Experimental Group	14	16	30

Still, they must practice intensive listening (IL) following the teacher's requirements. Thirty students in each group met the requirement of an experimental study that must have at least 30 individuals in each group [8]. The participants' demographic information is described in Table 1, which shows a strong resemblance in the number of students in the CG and EG. Moreover, all of the students studied from the same course book and syllabus; and did not attend any English language training from other teachers or language centers in the evenings and weekends. Therefore, it can be considered that the selected participants had the same knowledge background and gained knowledge from EL and IL practice.

### 3.2 Research Design

The pretest was conducted to reassure the participants who had the equivalent ReVK. The test, LVLTL, was delivered to the participants via a Google Form and carried out inside classrooms. The participants took the treatments or IL practice in the next stage. Lessons from each meeting were taught following two steps: lessons from Life coursebook – EL or IL practices; lessons from added materials. A meeting lasted 4 h and 30 min, in which around 20–30 min were spent on practicing EL or IL. Both two groups were required to do extra practice after school. The CG was asked to do one or two IL practices; otherwise, the EG was encouraged to choose the suggested EL practices and instructed to select their favorite listening materials as well as carry out EL appropriately. The participants must complete a listening journal to report what they've finished in each listening material practice. The treatments were conducted in two months, and the participants had one meeting per week, thus there were 8 treatment sessions.

After having the treatment, the participants of both two groups took LVLTL as the posttest via a Google Form to measure their improvement of ReVK. The EG was required to take the questionnaire of their attitudes towards EL through another Google Form. Data were collected and then analyzed by using SPSS statistic version 22. Table 2 summarizes all the main features of the research design.

### 3.3 Instruments

**Listening Vocabulary Levels Test.** The LVLTL was Google Form based and delivered in the available classrooms. The test lasted about 15 min. The pretest was carried out with only the first three levels of LVLTL because the students were not at an advanced level of proficiency, as McLean et al. suggested [17]. The posttest, however, was added to the fourth level of LVLTL to see whether the participants could increase their ReVK. See the

**Table 2.** The research design

		<b>Control Group</b> (N = 30)	<b>Experimental Group</b> (N = 30)
<b>1. Participants</b>		Intermediate college students	Intermediate college students
<b>2. Pretest</b>		LVLT (3 levels)	LVLT (3 levels)
<b>3. Lessons</b>		“ <b>Life intermediate</b> ”	“ <b>Life intermediate</b> ”
<b>4. Teaching and treatment</b>	<b>Inside classrooms</b>	IL practice	EL practice
	<b>Outside classrooms</b>	IL practice	EL practice
	<b>Choosing listening materials</b>	The researcher	The researcher’s suggestions and the students’s selections
<b>5. Posttest</b>		LVLT (4 levels)	LVLT (4 levels)
<b>6. Questionnaire</b>		No questionnaire	Questionnaire

test in Appendix A.1 and A.2. The reliability and validity of LVLT were guaranteed in the studies of Ha [11], McLean et al. [17], and Nguyen, N. L. & Nguyen, T. N. [23].

**Listening Journal.** The study used the listening journal adapted from Schmidt’s [32] study to fit with the participants and the study design. In each listening journal, the students described what they finished in their practice and reflected on their experiences.

Participant students in the CG listened to their given material and then fill the new or interesting words or phrases that they have learned from the material in the listening journal form. They could listen once or more than once if they were able to finish their duties. They also reported how long it took to finish the given tasks (see Appendix A.3).

The EG’s participants selected their favorite listening material and then provided a summary of that material to prove their general understanding of it. They could listen several times until they comprehend it. In addition, they must report how many hours or minutes they spent on the material. They were encouraged to write from 25–40 words in summaries to answer the listening text to reassure that students did not have any pressure to do listening journals (see Appendix A.4).

The listening journals for both groups require them to provide their email, class, and the link of the material. They must do a self-assessment to reflect the speed, vocabulary, pronunciation, and content of the listening text(s) at the end of the listening journal. The researcher checked each listening journal to see whether the participants did their practice properly. If it was inappropriate, the data in that listening journal was not collected for analysis. For example, the words or phrases or the summary did not match the content of the listening material; or the material that the participant reported they did not understand, but they could write the summary.

The types of listening materials and the total time both groups practiced listening were reported to measure how much they spent on listening practice.

**Questionnaire.** The questionnaire used in this study was adapted from Bozan's [4] study and added five new items to make it more appropriate for the participants. All of the items investigated their attitudes towards EL, their listening habits, and their difficulties during practice. The first part of the questionnaire, including 16 items, aimed to examine their attitudes and habits (see all items in the next section – 4. FINDINGS AND DISCUSSION or in Appendix A.5). The answers in this part were coded 4 to “always” (mean scores (MS) from 4.0–3.5), 3 to “usually” (MS = 3.4–2.5), 2 to “sometimes” (MS = 1.5–2.4), 1 to “rarely” (MS = 0.5–1.4), and 0 to “never” (MS < 0.4). The second part regarded their listening difficulties. The answers of these last six items were coded 4 to “very easy” (MS = 4.0–3.5), 3 to “easy” (MS = 3.4–2.5), 2 to “normal” (MS = 1.5–2.4), 1 to “difficult” (MS = 0.5–1.4), and 0 to “very difficult” (MS < 0.4).

The reliability and validity of this questionnaire were guaranteed with  $\alpha = .76$  by using a Cronbach's Alpha test, and this showed that the reliability was acceptable [4]. In addition, all the items measured as what they aimed to measure in three major purposes, for instance, examining the participant's listening habits, attitudes, and difficulties during practice.

### 3.4 Data Collection and Analysis

The data collected from the pretest, posttest (LVLT), listening journals, and questionnaire were analyzed. Firstly, to measure the influence of EL on the two groups' ReVK, the Independence-samples t-test was conducted to reassure the significant differences between the groups. According to Pallant [24], the Independence-samples t-test might be the most suitable test to see if there were any significant differences in the MS between two different groups. Secondly, it's necessary to measure the effects of EL on students' ReVK in both two groups to consider whether they enhance their knowledge as compared from the posttest to the pretest. A Paired-samples t-test was conducted as recommended by Chang [6]. Chang [6] and Saka [30] suggested a Paired-samples t-test to investigate the differences between the pretest and post-test scores. Next, the practice time collected from listening journals was recorded to suggest an ideal average practice time for EL. Eventually, the data collected from the questionnaire were analyzed according to the codes discussed above.

### 3.5 Listening Materials

The listening materials are chosen from the coursebook and outside the coursebook. Firstly, four videos from the coursebook were used for both EL and IL practice inside classrooms. Secondly, the added materials applied in class meetings were selected as aligning with the topics of the coursebook and their level of proficiency. Both two groups were asked if they could understand the content of these materials (about 70% of the content) and were allowed to watch them twice or three times if they wanted. They were asked if they were interested in the materials for only the EG. If more than half of the class said no, the teacher would switch to another material. Finally, the materials for outside classroom practice were selected and given to both two groups. However, the EG were encouraged to choose those materials or their own favorite materials. At the end



of the course, each student in the CG must finish their listening journals by watching the materials for at least 108 min. The EG was required to reach 36 min for inside classroom practice (see Appendix A.6).

## 4 Findings and Discussion

### 4.1 Findings

**The Effects of Extensive Listening on Receptive Vocabulary Knowledge.** This part discusses the first research question “To what extent does extensive listening influence students’ receptive vocabulary knowledge?”. Again, the effects of EL are determined by measuring the comparison of the results of two groups in the Independence-samples t-test and the difference between the pretest and posttest in each group in the Paired-samples t-test.

As shown in Table 3, the mean score of 30 participants in the EG ( $M = 48.5$ ,  $SD = 2.43$ ) was compared to the mean score of the CG ( $M = 50.1$ ) with a negative mean difference ( $M = -1.57$ ). The Independence-samples t-test showed that there was no statistical difference in the ReVK of both two groups before the intervention of EL ( $t = -0.64$ ,  $p = 0.522$ ,  $p > 0.05$ ). This indicates that the students in the EG and CG had the same ReVK. Incredibly, in terms of word aural and word meaning knowledge, after

**Table 3.** The effects of extensive listening on two groups’ receptive vocabulary knowledge

N = 30	CG	EG	Levene’s Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	p	Mean Difference	SD
	Mean								
Pretest	50.1	48.5	0.95	0.33	-0.64	58	0.522	-1.57	2.43
Posttest (3 levels)	56.9	60.8	0.61	0.44	2.74	58	0.008	3.90	1.42
Posttest (4 levels)	69.1	74.5	4.28	0.04	3.13	58	0.003	5.40	1.72
Level 4 posttest	12.2	13.7	0.29	0.59	2.03	58	0.047	1.50	0.74

**Table 4.** The effects of extensive listening on each group’s receptive vocabulary knowledge

N = 30	Pretest	Posttest (3 levels)	Paired Differences			t	df	p
			Mean Difference	SD	Correlation			
	Mean							
CG	50.1	56.9	6.8	6.73	-0.22	3.11	29	0.04
EG	48.6	60.8	12.2	11.03	0.00	6.06	29	0.00

8 weeks of EL practice, the students in the EL improved their ReVK significantly in the posttest with only 3 levels ( $M = 60.8$ ,  $SD = 1.42$ ,  $p = 0.008$ ,  $p < 0.05$ ) and even the results including level 4 in the posttest ( $M = 74.5$ ,  $SD = 1.72$ ,  $p = 0.003$ ,  $p < 0.05$ ) as compared to the CG in the posttest containing 3 levels ( $M = 56.9$ , Mean difference (MD) = 3.90,  $t = 2.74$ ) and 4 levels ( $M = 69.1$ , MD = 5.4,  $t = 3.13$ ). Clearly, in Table 3, the mean scores of the two groups in level 4 did not reach the required total score (23 or 24 scores). It could not conclude that they were able to enhance their ReVK up to a higher level, but the result showed that the EG enhanced their ReVK significantly ( $M = 13.7$ ,  $SD = 0.74$ ,  $p = 0.047$ ,  $p < 0.05$ ). The students in the CG had improved their ReVK ( $M = 12.2$ ,  $t = 2.03$ ), but it was not successful as the EG. In short, the EG enhanced their ReVK remarkably as compared to the CG's results.

Table 4 revealed the improvement of ReVK achieved in EL and IL practice by the participants. The Paired-samples t-test showed, impressively, that there were statistically significant differences in ReVK in the EG (Md = 12.2,  $SD = 11.03$ ,  $t = 6.06$ ,  $p = 0.00$ ,  $p < 0.05$ ) and in the CG (MD = 6.8,  $SD = 6.73$ ,  $t = 3.11$ ,  $p = 0.04$ ,  $p < 0.05$ ). However, the mean difference between the students who received the treatment was much higher than the ones who experienced IL. Briefly, IL could help students enhance their ReVK in terms of word aural forms and word meanings, but EL helped the EG have more significant improvement than the ones in the CG.

**Learners' Attitudes Towards Extensive Listening and Their Listening Habits.** The second question, "What are the participants' attitudes towards extensive listening?" is discussed as followings. The data in this part were collected from the questionnaire and the practice time in listening journals. Moreover, Cronbach's Alpha test results showed that the 22-item questionnaire had strong reliability with  $\alpha = 0.88$  compared to an adequate coefficient  $\alpha > 0.8$ , according to Zeller [40].

In the first part of the questionnaire, Table 5 summarizes the EG's attitudes toward their EL practice. As reported in this table, most students (90.1%,  $M = 3.37$ , median = 3, range = 2, item 2) were highly motivated to self-select their listening materials and carry out EL. They (93.4%,  $M = 3.5$ , median = 4, range = 2, item 3) stated that EL could strongly maintain their practice listening. They felt relaxed (93.3%,  $M = 3.53$ , median = 4, range = 2) and enjoyable (96.7%,  $M = 3.63$ , median = 4, range 2) during practicing EL. They preferred searching their own listening materials (96.7%,  $M = 3.47$ , median = 3.5, range = 2) to using the listening materials provided in the coursebook "Life" (66.6%,  $M = 2.87$ , median = 3, range = 3), LMS (73.3%,  $M = 3.03$ , median = 3, range = 2). They tended to continue practicing EL in the future (93.4%,  $M = 3.4$ , median = 3, range = 2). More than that, they also confirmed strongly that EL helped them learn more new vocabulary (86.7%,  $M = 3.37$ , median = 3.5, range = 2).

The participants' listening habits are described in this part of the questionnaire presented in Table 6. They revealed that they understood the general context or the main idea of a listening material even though there were some words they did not know (60%,  $M = 3.37$ , median = 3.5, range = 2). Most of them chose various EL materials for their practice ( $M = 83.4\%$ ,  $M = 3.20$ , median = 3, range = 2), took notes while practicing EL (60%,  $M = 3$ , median = 3, range = 2), searched the unknown words in a dictionary (83.3%,  $M = 3.17$ , median = 3, range = 2). They were likely to practice EL with English subtitles (90%,  $M = 3.27$ , median = 3, range = 2) and Vietnamese subtitles (86.7%,  $M$

**Table 5.** The student's attitudes towards extensive listening

Attitudes	4- Always	3- Usually	2- Sometimes	1- Rarely	0- Never	Mean	Median	Range
	Percent	Percent	Percent	Percent	Percent			
2. It is motivating to choose your own listening materials and do extensive listening.	46.7	43.4	10	0	0	3.37	3	2
3. Extensive listening motivates and encourages me to keep listening.	56.7	36.7	6.6	0	0	3.5	4	2
4. I feel comfortable while doing extensive listening.	60	33.3	6.7	0	0	3.53	4	2
5. I feel enjoyable while doing extensive listening.	66.7	30	3.3	0	0	3.63	4	2
12. I'm interested in suggested videos in the coursebook "Life".	23.3	43.3	30	3.3	0	2.87	3	3
13. I'm interested in suggested videos in the learning management system (LMS).	30	43.3	26.7	0	0	3.03	3	2
14. I prefer searching listening materials on my own.	50	46.7	3.3	0	0	3.47	3.5	2
15. I will maintain practicing extensive listening.	46.7	46.7	6.6	0	0	3.40	3	2
16. Extensive listening helps me learn more new words.	50	36.7	13.3	0	0	3.37	3.5	2

= 3.37, median = 3.5, range = 2). In contrast, they were less likely to use the materials without subtitles (63.3%, M = 2.67, median = 3, range = 3).

Besides the results collected from the questionnaire, the practice time of the two groups in listening journals was also reported. As can be seen from Table 7, the total practice time of the groups was discussed. The EG had an ideal number of minutes 3721, 124 min on average per student, but the CG just spent 1036 min practicing (1036 min with 34.5 min per student). As compared with the required time for each student in the CG - 108 min, they did not meet it in general. This indicates that the students in the EG had more motivation in EL, leading to practice much more than the CG. In general, thanks to the participants' reports on their attitudes and listening habits, it can be inferred that they had positive attitudes towards EL practice and they spent much

**Table 6.** The student's listening habits

Habits	4- Always	3- Usually	2- Sometimes	1- Rarely	0- Never	Mean	Median	Range
	Percent	Percent	Percent	Percent	Percent			
1. I understand the general context or the main idea of a video or audio in spite of the unknown words.	30	30	40	0	0	2.90	3	2
6. I listen to various materials in extensive listening.	36.7	46.7	16.6	0	0	3.20	3	2
7. I take notes while listening/ watching.	30	40	30	0	0	3	3	2
8. I use dictionary for unknown words while listening/ watching.	33.3	50	16.7	0	0	3.17	3	2
9. I listen or watch various listening materials with Vietnamese subtitles.	50	36.7	13.3	0	0	3.37	3.5	2
10. I listen or watch various listening materials with English subtitles.	36.7	53.3	10	0	0	3.27	3	2
11. I listen or watch various listening materials without subtitles.	16.7	46.7	23.3	13.3	0	2.67	3	3

**Table 7.** The students' listening practice time

Practice time	CG	1036 min	34.5 min per 1 student
	EG	3721 min	124.0 min per student

more time conducting EL. In addition, it could be concluded that students need to spend at least 124 min in 8 weeks or around 16 min per week to practice EL so that their vocabulary knowledge could increase significantly.

**Learners' Difficulties During Extensive Listening Practice.** Table 8 illustrated that the students did not have a problem with speaking speed (100%,  $M = 3.23$ , median = 3.1, range = 1). However, they somewhat had difficulties with unknown and new vocabulary

**Table 8.** Difficulties affecting listening comprehension

Difficulties	4	3	2	1	0	Mean	Median	Range
	very easy	easy	neutral	difficult	very difficult			
	Percent	Percent	Percent	Percent	Percent			
17. Speaking speed	<b>73.3</b>	<b>26.7</b>	0	0	0	3.23	3.1	1
18. Unknown and new vocabulary	6.7	13.3	<b>63.3</b>	<b>16.7</b>	0	2.1	2	3
19. Accent (British/American/Canadian/Indian)	3.3	6.7	<b>46.6</b>	<b>26.7</b>	16.7	1.53	2	4
20. Reduction	3.3	3.3	<b>46.7</b>	<b>40</b>	<b>6.7</b>	1.57	2	4
21. Unfamiliarity with contexts or topics	3.3	6.7	<b>46.6</b>	<b>26.7</b>	<b>16.7</b>	1.53	2	4
22. Sentence complexity	6.7	3.3	<b>63.4</b>	<b>23.3</b>	<b>3.3</b>	1.87	2	4

(16.7%,  $M = 2.1$ , median = 2, range = 3), accent (43.4%,  $M = 1.54$ , median = 2, range = 4), reduction (46.7%,  $M = 1.57$ , median = 2, range = 4), strange contexts or topics (43.4%,  $M = 1.53$ , median = 2, range = 4), and sentence complexity (26.6%,  $M = 1.87$ , median 2, range 4). To conclude, most of the participants found it possible and easy to cope with the speaking speed, new vocabulary, and sentence complexity in the EL materials they used. However, nearly half of the students find it hard to deal with various accents, reduction, and unfamiliar contexts or topics of those materials.

## 4.2 Discussion

**The Effects of Extensive Listening on Receptive Vocabulary Knowledge.** This present study investigates whether Extensive Listening affected students' receptive vocabulary knowledge, especially word meanings and word aural forms, and examines their attitudes towards EL. The research showed that EL helped significantly increase their ReVK regarding word meanings and aural forms. This implies that the more students practice EL, the higher ReVK they will gain [23]. In other words, when the students conducted EL, they could acquire vocabulary knowledge incidentally [18, 39]. This finding is consistent with the finding of Nguyen, N. L., and Nguyen, T. N. [2020], and this could contribute to the dearth of previous studies [9, 10, 31] that EL could enhance students' ReVK, including word aural forms. Furthermore, if students spent at least 16 min per week for EL practice, they would improve their ReVK, regarding word aural forms and word meanings.

**Learners' Attitudes Towards Extensive Listening and Their Listening Habits.** Towards EL practice, the study results reveal that the students had positive attitudes and EL could strongly motivate them to practice. It may be inferred that the more they practice EL, the stronger their positive attitudes toward it. This finding is reliable because it is consistent with the previous findings [3, 5, 33, 35] that the students highly appreciated EL's benefits and had positive attitudes towards this practice mode.

In addition, the current study revealed that the participants affirmed that they would maintain practicing EL after experiencing the intervention to learn more new vocabulary. This could strongly help to restate the positive effects of EL on students' learning.

**Learners' Difficulties During Extensive Listening Practice.** They generally had difficulties while they were practicing EL with 3 major problems, including accents, reductions, and unfamiliarity with contexts or topics. This finding was similar to Nguyen's [22] finding that reductions and unfamiliarity with contexts or topics most influenced the participants with low proficiency levels like pre-intermediate [22] or intermediate (the level of the students in this study). Next, the participants in the present study had trouble with various accents, but the ones in Nguyen's study did not. This may indicate that the study environment with various teachers' accents influences students' EL practice. In Nguyen's study, the participants learned English in an international school with teachers from many countries, and thence they experienced various accents from which they began studying English. For that reason, the participants in this current study would need to comprehend enough amount of listening inputs with different accents to overcome this problem day by day.

Furthermore, the finding shown was ostensibly different from Bozan's [4] findings that speaking speed and strange vocabulary were their major problems. This finding was extremely important because of two crucial reasons. First of all, it could help students face difficulties in word meanings and even pronunciation as stated in previous studies [25, 26, 29]. Second, according to Yeh [38], practicing EL with podcasts that are at a fast speed without subtitles could make students feel frustrated, resulting in would decrease in their motivation in EL. However, in this study, most participants found speaking speed, and unknown words do not impact their practice. In addition, speaking speed could not lose the participants' interest as compared with Alshakhi's [3] findings because they were encouraged to listen several times to understand or turn on subtitles whenever they wanted. Those findings could suggest that this present research achieves its aims to help students defeat their problems by providing them with precise practice methods and thus motivating them to maintain practice EL.

## 5 Conclusion

The current study's purpose was to reassure the effects of Extensive Listening (EL) on students' vocabulary learning, especially receptive vocabulary knowledge (ReVK), and examine the participant students' attitudes towards EL. The study results showed that EL helped students significantly increase their ReVK, regarding word meanings and word aural forms. This could contribute to the students' vocabulary learning. The students had positive attitudes towards EL; therefore, they would maintain their practice to enhance their vocabulary learning. The present research filled in the literature gaps that not many previous studies have examined to assist non-English majors in improving their vocabulary learning, ReVK including word meanings and word aural forms in particular via the implementation of EL. This result was crucial since students who are not majoring in English could use this practice mode to learn more vocabulary incidentally.

The results highlight the importance of EL as an extra listening practice in integrated English courses. EL provides students with a wide range of listening materials that they could choose as following the instructions to maximize the benefits they could receive from their practice. Additionally, students could practice both inside and even outside classrooms thanks to the development of technology. This could help them build regular practice habits and somewhat increase their learning autonomy.

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